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ABSTRACT

This language arts minicourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline for a basic vocabulary development course. The guide includes a list of eleven course objectives; an outline of the content and concepts to be studied in the basic vocabulary course; a description of the vocabulary, definitions of the concepts, and a description of dictionary and reading skills to be learned; a presentation of activities designed to further develop the vocabulary of high school students; and suggestions for instructional materials, including films, records, a sound-slide set, filmstrips, and books. (RB)

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ED105502

Language Arts Mini-Course

Basic Vocabulary I

Lampeter-Strasburg High School
Lampeter, Pennsylvania

1973

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CS 202 031

BASIC VOCABULARY

OBJECTIVES:

1. To define and correctly use synonyms, antonyms, homonyms, homologues and analogies.
2. To identify and correctly use suffixes, prefixes, roots and inflected endings.
3. To correctly divide words into syllables.
4. To know and be able to use alphabetical sequence.
5. To develop an understanding of word formation.
6. To effectively use dictionary spellings and pronunciations; to be able to use the dictionary properly.
7. To demonstrate the ability to derive meaning from the context of a sentence or paragraph.
8. To realize the extent to which both a view of the world and reactions to it are determined by "word" awareness.
9. To define connotation and denotation.
10. To add new words to his vocabulary each week through selected readings and to use the words in speaking and writing.
11. To focus on the development of critical inquiry in such areas as the language of advertising, newspapers, magazines and other facets of the mass media.

OUTLINE:

I. THE VOCABULARY OF VOCABULARY

- A. Synonyms
- B. Antonyms
- C. Homonyms
- D. Homologues
- E. Analogies
- F. Parts of a Word

II. WORD FORMATION

- A. Clipped Words
- B. Acronyms
- C. Blends (Portmanteau)
- D. Back-Formation
- E. Name-Words
- F. Borrowed Words
- G. Self-explaining Compounds

III. THE DICTIONARY

- A. Kinds of dictionaries
- B. Alphabetical sequence
- C. Information given by dictionary
- D. Pronunciation

IV. ENLARGING A VOCABULARY

- A. Testing adequacy of present vocabulary
- B. Learning words from context
- C. Making correct definitions
- D. Learning activities with synonyms, antonyms, and homonyms
- E. Choosing exact and vivid words
- F. Using concise words
- G. Prefixes, roots, and suffixes
- H. Figurative expressions
- I. Word origins
- J. Foreign expressions
- K. Slang
- L. Connotation and denotation
- M. Suggestions for vocabulary building

V. PRACTICE IN VOCABULARY SKILLS

VI. MEDIA AND MEANING

A. Advertising

B. Newspapers

C. Magazines

D. Television

CONTENT:

I. THE VOCABULARY OF VOCABULARY

A. Synonyms

1. Definition: a synonym is a word that has the same (or almost the same) meaning as another word.
2. Examples: above - overhead; silent - noiseless; man - human
3. Exercises

B. Antonyms

1. Definition: an antonym is a word that is opposite in meaning to another word.
2. Examples: high - low; fast - slow
3. Exercises

C. Homonyms

1. Definition: a homonym is a word having the same pronunciation as another word but a different meaning and a different spelling.
2. Examples: write - right; bee - be; hole - whole
3. Exercises

D. Homologues

1. Definition: a homologue is a word having the same pronunciation as another word but an unrelated meaning.
2. Examples: "state" meaning to tell; "state" meaning an organized community as New York State
3. Exercises

E. Analogies

1. Definition: an analogy is a comparison. For example, an analogy or comparison can be drawn between the human eye and a camera
2. Examples: Find is to lose as take is to give(opposites)
3. Two words with a certain relationship
4. Exercises

F. Parts of a word

1. Prefix

a. Definition: a syllable or syllables placed at the beginning of a word.
b. Example: ex - ab - sub - pre

2. Suffix

a. Definition: a syllable or syllables placed at the end of a word.
b. Examples: "ancy" "or" "ed" "ing"

3. Base (or Root)

a. Definition: the main part of the word to which prefixes and suffixes may be added.
b. Examples: "tract" "ceive" "spire"

4. Exercises

II. WORD FORMATION

A. Clipped words

1. Definition: clipping means cutting off the beginnings or the end of a word or both leaving the part to stand as a whole.
2. Examples: ad from advertisement; gas for gasoline; photo from photograph; memo from memorandum, etc.
3. Exercise: list as many other clipped words as class can think of

B. Acronyms

1. Definition: acronomy is the process whereby a word is formed from the initials or beginning segments of a succession of words.
2. Examples: AWOL - Absent without leave
VIP - Very Important Person
WHO - World Health Organization

C. Blends (Portmanteau)

1. Definition: a blend word is made by combing two words into one that partakes of both meanings.
2. Examples: smog (equals)smoke(plus)fog
motel (equals) motor (plus) hotel
brunch (equals) breakfast (plus) lunch
3. Exercise

D. Back-formation

1. Definition: back-formation is the formation of a verb from a noun usually formed by dropping the ending.
2. Examples: yell from yello; typewrite from typewriter; televise from television; edit from editor
3. Exercise

E. Name words

1. Definition: a proper noun that has become a commonly used word.
2. Examples: sandwich from Earl of Sandwich; pasteurize from Louis Pasteur

F. Borrowed words (Loanwords)

1. Definition: a word adopted from another language that has become at least partly naturalized.
2. Examples: "sherbert" is Turkish; "discotheque" is French

G. Self-explaining compounds

1. Definition: two or more words that are descriptive and considered related; may be two words, two words made into one, or two words hyphenated.
2. Examples: ice cream (two words), highway (two into one word), teen-ager (hyphenated)

III. THE DICTIONARY

A. Kinds of dictionaries

1. Unabridged

a. Contain nearly all the words in the language and give detailed information about them
b. Does not contain vocabulary of technical words peculiar to divisions of science, arts, and some occupations

B. Abridged dictionaries

1. Shortened to include only words and information most commonly used
2. For personal use

C. Alphabetical sequence

1. Words are placed in dictionary according to the alphabetical position of each letter in the word.
2. Guide words

a. At top of page of dictionary
b. Left-hand guide word gives first word on page
c. Right-hand guide word gives last word on page
d. Should tell whether the word wanted is on page or whether to turn backward or forward to find word.

3 Biographical names alphabetized by family name: Edison, Thomas, Alva.

4. Geographical names of two words or more usually alphabetized in regular order

   a. Example: Great Salt Lake
   b. If geographical name begins with a term like lake, bay, strait, cape, usually alphabetized with the term following the name, i.e. Dover, Strait of

5. Exercises

D. Information given by the dictionary

1. Numbered meanings
2. Spelling

   a. If more than one spelling is given, the first form is preferred.
   b. Hyphenated compound words are shown with a heavy black hyphen.

3. Pronunciation

   a. Syllable divisions and accents are indicated by various marks.
   b. The phonetic pronunciation of the various letters is shown in parentheses.

4. Language source
5. Part of speech
6. Irregular plural forms
7. Principal parts of irregular verbs or of regular verbs that have spelling changes in their particles.
8. Comparison of irregular adjectives or adverbs
9. Synonyms and antonyms
10. Proper nouns
11. Illustrations
12. Special kinds of information

   a. Geographical names
   b. Biographical listings
   c. Tables of weights and measures
   d. Abbreviations
   e. Biblical, literary, mythological names
   f. Sketches, diagrams, and pictures
   g. Signs and symbols
   h. Foreign words, new words
   i. Rules for spelling, pronunciation and diction
   j. Proverbs and expressions

E. Pronunciation

1. Brief key to pronunciation conveniently repeated at bottom of pages throughout vocabulary section

2. Diacritical marks or symbols for the five vowels: a,e,i,o,u

   a. The long sound (¯) as in sāle, wē, fīve, tōld, mūte

   b. The shortened long sound (‿) as in chaotic, eject, omit, uranium

   c. The short sound (˘) as in măt, mĕt, ĭll, lŏt, hŭt; in some dictionaries the short sound is not marked.

   d. The broad sound of a (ä) as in ä n, ärc, färm, märk, cärve

   e. The long double o (o͞o or ü) as in mo͞od (müd), fo͞od (füd)

   f. The short double o (o͝o or u̇) as in bo͝ok (bu̇k), ho͝ok (hu̇k)

   g. The schwa (ə), a faint sound as in əround, takən, pencəl, lemən, circəs

3. Dictionary gives pronunciation in parentheses directly after each word.
4. If two pronunciations are shown, the first one is preferred.
5. Accent marks

   a. Heavy accent indicates syllable stressed
   b. If another syllable receives a lighter stress, it is shown by a lighter accent mark.

6. Diacritical markings show how to sound each syllable; accent marks indicate stress.
7. Exercises

IV. ENLARGING A VOCABULARY

A. Vocabulary test

1. 500,000 to 600,000 in English language
2. An 8-year-old should know 3600.
3. A 10-year-old should know 5400.
4. A 12-year-old should know 7200.
5. A 14-year-old should know 9000.
6. Average adult should know 11,700.
7. Superior adult should know 13,500.

B. Learning words from context

1. Grasping the meaning of a word from the sense of the words used with the word.
2. Words learned this way become part of reading and listening vocabularies, but before they can be added to a speaking vocabulary, must learn pronunciation and exact meaning.
3. Exercises in learning words from context

C. Making correct definitions

1. Learning how to make a definition correctly will enable one to think straight and to learn exact meanings of words.
2. Three steps to follow when defining a word:

   a. Name the word to be defined.
   b. Name the general class to which it belongs.
   c. Name the characteristics that distinguish it from other members of its class.
   d. Example: A mutineer(1) is a person who(2) forcibly resists rightful authority.(3)

3. Exercises

D. Learning activities with synonyms, antonyms and homonyms

1. Exercise for synonyms
2. Exercise for antonyms
3. Exercise for homonyms

E. Choosing exact and vivid words

1. Changing general and vague words to exact and vivid words to improve expression.
2. Exact and vivid words give listeners or readers clear ideas, and create definite images.
3. Exercises in choosing exact words

F. Choosing concise words

1. Using one meaningful word in place of many words will help to avoid wordiness and dullness.
2. Exercise in rewriting sentences replacing words with a single word that has same meaning

G. Prefixes, roots, and suffixes

1. Many long and difficult-looking English words are only combinations of common prefixes, roots, and suffixes, many of which come from the Greek or Latin language.
2. A knowledge of some of the more important source words increases vocabulary skills greatly.

3. Prefixes, roots, and suffixes to learn:

Prefix	Root	Suffix
ab-from,away	aud-hear	able, ible-able to
anti-against	bio-life	al-pertaining to
auto-self	dic-say	ant,ent-doer,one who
bi-two	duc-lead,draw	ary-pertaining to
con,com-with	fer-carry	er,or-one who
contra-against	graph-write	ful-full of
de-down,from	jac,ject-throw	fy-make
dis,di-not,apart	leg,lect-read	hood-state of being
e,ex-from,out of	mitt,miss-send	ish-like
in,im-in,not	pon,pos-place	ist-one who
mis-wrong	port-carry	itis-inflammation
pre-before	scrib-write	less-without
pro-for,forward	ten-hold	ment-act or state of
semi-half	ven-come	ness-quality of
sub-under	vert-turn	phobia-fear of
trans-across	vid,vis-see	ship-quality of
un-not	viv-live	tion,sion-act or state of

4. Exercises in forming words from prefixes, roots, and suffixes

H. Figurative expressions

1. Many have become fixed in English language.
2. From literature, the Bible, history, fables, and speech of particular localities
3. Examples: "Good Samaritan" - a friend in need--from a parable in the Bible, Luke 10: originally to win the cake in a dance accordingly called a cakewalk.
4. Exercise

I. Word Origins

1. Stories behind words will help fix them in a vocabulary

2. Oral reports on meaning, pronunciation, histories of words

   a. Words to research:

1. sandwich	15. sourdough
2. cantaloupe	16. braile
3. pastor	17. carduroy
4. titanic	18. shrapnel
5. tantalize	19. rathskeller
6. jeans	20. limousine
7. macadam	21. boudoir
8. maverick	22. mausoleum
9. stoical	23. assassin
10. calvalcade	24. mackinaw
11. indelible	25. marcel
12. calaboose	26. sedagogue
13. guillotine	27. quixotic
14. utopian	

J. Foreign expressions

1. Many foreign words and phrases are used in the English language.
2. Example: If you read the following in a newspaper, would you understand and be able to pronounce the foreign phrase? "A coup d' stat by army officers forced the king to flee."
3. Exercise

K. Slang

1. Slang has a place in language depending upon situation.
2. Continual use of slang stunts vocabulary growth.
3. Habitual user of slang would probably find it difficult to explain in standard words what slang terms mean.
4. Exercise

L. Connotation and Denotation

1. Connotation

a. Definition: a meaning or significance suggested by a word or expression apart from and in addition to its dictionary meaning; implies ideas and emotions.

b. Examples: mother, church, school, etc.

2. Denotation

a. Definition: a direct specific meaning implies all that strictly belongs to the definition of a word.

3. Exercises in distinguishing denotative and connotative words

M. Suggestions for vocabulary building

1. Listen carefully; learn words as they are used by skilled speakers.
2. Read widely--use some of your leisure time to become acquainted wtih many different kinds of writing and their particular vocabularies.
3. Use context whenever possible; try to obtain the meaning of unfamiliar words from the context of the sentence or paragraph.
4. Use the glossary; do not overlook the value of a glossary as a means of getting the definition of new words, especially technical terms.
5. Use the index of a textbook.
6. Practice the dictionary habit; become well acquainted with it as a source of information.
7. Consult Roget's Thesaurus and learn to use synonyms properly.
8. Study word families and word parts; become familiar with common prefixes, suffixes, and word roots.
9. Keep lists of new words and their meanings in your notebook.
10. Use new words in sentences, in speaking and writing. Try to add several new words each week.

V. PRACTICE IN VOCABULARY SKILLS

A. Action II Series, Houghton-Mifflin

1. Readings
2. Workbook with vocabulary skills and reading comprehension worksheets

B. Exercises and activities drawn from Teacher's Reference Books

VI. MEDIA AND MEANING

A. Advertising

1. Truthful, factual advertising performs

a. Public service
b. Learn the merits of a product
c. Compare it with others in order to make best purchase
d. Learn new products and their uses

2. The wrong kind of advertising may create desires for products you may not need and cannot afford.

a. Must be able to recognize advertising that is deliberately misleading.
b. Much advertising, instead of giving facts concerning the product, intentionally appeals to basic human desires to be popular, to be attractive, to be like others, to be respected, and perhaps envied.

3. Word magic in advertising

a. "If something is repeated often enough, people will not only remember it but also believe it."

1. The average American sees or hears about 1600 ads a day, but notice only 80!
2. Almost everything depends on advertising--the books we read, the movies we see, the clothes we wear, and often even the thoughts we think.

b. Our opinion of a product often depends upon the name the advertiser has given it.

1. Women's stockings called "beige" increased sales twenty times when name of color changed to "Desert Sand."
2. The same quality hankerchiefs were placed side by side on a counter. One box, labeled "Linen Hankerchiefs" priced at $1.00 each sold almost twice as many as the box labeled "Nose Rags" for $.25!
3. Ads don't always sell the product; they sell the symbol of the good life.

c. What ads do

1. Makes us feel a need
2. Shows how a certain product can satisfy this need

d. Ten common methods of advertising

1. Word magic: product advertised is made to sound exciting. "Gleam" toothpaste will be more popular than "Glumer's." Competing products are made to sound inferior - "old-fashioned powder cleansers," or "plain aspirin."

2. Transfer: transfer of feelings and ideas from one thing to another. For instance, a cigarette ad shows a young couple, trees, rocks, and a waterfall. The reader has good feelings about all of these things and transfers his feelings to the cigarette.
3. Testimonial: a famous person is paid by an advertiser to say he uses a certain product.
4. Plain folks: claims that products are the choice of ordinary people; show pictures of products being used and enjoyed by "plain folks" just like us.
5. Snob appeal: the opposite of "plain folks," the advertiser tells us to buy this product because the common people do not use it; appeals to desire to be better than average person.
6. Band Wagon: to do what everyone else is doing; this method often used for new products and improvements in older products. We are made to feel that if we do not "jump on the band wagon," we will be left out.
7. Direct order: the oldest and simplest method of advertising. The product is shown and poeple are told to buy it. Advertisers know that some people must be persuaded, others must be told. Direct orders work.
8. Bargain price: most ads do not mention exact prices. When prices are mentioned in ads, they are said to be "low." One store's "bargain" price may be higher than another's charges every day of the year. A "20%" off sign means nothing if a store has raised the prices the week before. Words like "reduced." "low, low," "extras," "free of charge" are used
9. Jokes: almost everyone enjoys jokes and many people remember them. If a joke is tied up with the product, people will remember the product, too.
10. Facts and figures: some ads use facts and figures to work on our minds as well as our feelings; they try to show why that particular product is the one we should buy. We must ask ourselves if the facts and figures really prove when they seem to prove. A high-priced brand of aspirin advertises it goes to work faster than any other brand - 30 seconds faster. A fact, but the time is hardly worth the cost. Figures are misleading. "Crunchie Potato Chips stay fresh up to 20% longer." Longer than what?

e. Honesty in advertising

1. Most advertisers are honest
2. Government keeps a close eye on advertising.

4. Guides for reading advertisements

a. Do I need this product? Can I afford it?
b. Is it accurately pictured? Are its qualities fully and honestly described?
c. Is the cost completely stated, or are some charges hidden?

d. Is it the best buy in its class?
e. How is the advertisement encouraging me to buy? Does it appeal to my good judgment, to my emotions, to my prejudices, or to my vanity?

B. Reading newspapers

1. As an average American, reading a newspaper is a part of your daily life.
2. Main service of a newspaper is to give the news - local, national, and foreign.
3. A good newspaper features real news in the order of its importance rather than emphasizing crime and scandal in headlines and pictures in order to sell papers to uncritical readers.
4. Guides for reading newspapers

   a. Try to distinguish between facts and opinions in news accounts. Read other newspapers for different viewpoints and for comparison with the newspaper you receive at home.
   b. Judge newspapers by the kind of news that is featured and the way it is presented.
   c. Begin to read regularly more parts of your newspaper than you do now. Learn the arrangement of your newspaper.
   d. Learn newspaper terms to help you understand a newspaper better.

5. Reading the front page

   a. Most important news usually appears on the first page of the newspaper.
   b. Make-up of main news story

      1. "Banner" or "streamer" introduces the story. The banner is the heavy dark print acrosss the top of the page.
      2. "Headline" gives additional information preceding the story - the headline is the heavy print at the top of the column.
      3. "Date line" gives place and date of event being reported.
      4. "Lead," or first paragraph of story, tells the most important facts of the story, usually answering the questions what, who, where, when, and why (or sometimes how).
      5. Explanations and details follow the lead paragraph.

   c. Bring to class several different newspapers. Discuss the banners and headlines on the first pages. Has the important news been emphasized? What makes news important?

d. Read the most important news article on the front page of the daily paper. Find the central idea and follow its development from the first statement in the lead to the details added in other paragraphs. Find the five w's. Outline the article and then write a summary.

6. The parts of a newspaper

a. Feature stories
b. Editorials
c. Letters to editor
d. Articles by columnists
e. Sports
f. Social
g. Program schedules
h. Comics

7. Newspaper vocabulary

a. AP (Associated Press) and UPI (United Press International): American companies that provide newspapers with national and foreign news and photgraphs.

b. Banner: the heavy, dark headline across the top of the front page

c. Beat: the daily routine covered by a reporter

d. By-line: the name of the person who reported the story

e. Caption: the explanation below a picture

f. Cartoon: a drawn picture, usually humorous or exaggerated in nature

g. Cub: an inexperienced reporter

h. Deadline: the time set for having the paper ready for printing

i. Dummy: the exact plan of a page showing the headlines and placement of pictures and stories

j. Feature story: a story of human interest that stirs the feelings of the reader. Its news value is usually unimportant, and it is written like a short story, leading up to the climax instead of beginning with a lead paragraph.

k. Filler: a brief story or item used to fill an empty space

l. Headline: the title line or lines above an article

m. Lead: the first paragraph of a news story

n. Proofreader: a person who reads the preliminary printing to correct errors made in setting the type

o. Scoop: getting an important news story ahead of any other paper

*p. Bring to class several different newspapers. Locate examples of a, b, d, e, f, j, k, l, and m of the newspaper terms.

*q. Make a collection of cartoons from several newspapers. Display on posters or on the bulletin board. Discuss language, purpose, and effectiveness.

*r. Poor proofreading leads to typographical errors in the newspaper. Find and make a class exhibit of such errors. Talk about the importance of proofreading.

C. Magazines

1. Magazine readers have increased enormously in recent years.
2. Magazines are popular reading because they offer entertaining fiction, informative articles, excellent pictures, and good advertising.
3. News articles are especially informative because magazine writers have the time and space to give details and explanations that newspapers cannot give.
4. Two types of magazines

   a. Magazines of large circulation for public in general
   b. Magazines published for readers who have special interests with stories, articles, advertisements, and pictures selected for those particular groups.

5. Guides for widening magazine interests

   a. If you are in the habit of reading only a certain few, become acquainted with other magazines. Check the Reader's Guide for the names of magazines that deal with your hobbies, recreations, and future career.
   b. Try reading magazines that will improve your mind. Advance to magazines having more difficult material and broader interests.
   c. Before subscribing to a magazine, compare its contents, appearance, readability, and price with those of others of its type.
   d. So that you can form your own opinion, read at least one magazine that gives the facts on both sides of public questions. Generally speaking, select magazines that are not overcrowded with advertising.

* optional

e. Before disposing of magazines, clip helpful articles and pictures. Keep a file of useful information gathered from your reading.

6. Learning activities in using magazines

a. Name one or more magazines published especially for each of these groups of readers: High school students, small children, men in general, women in general, working girls, businessmen.
b. Examine carefully two magazines published for same group of readers. Compare word choice. Examine two or more magazines aimed at different types of readers. Compare style and word choice.
c. Collect copies of as many different magazines as possible. Display, examine, and compare.
d. Show how certain types of "pulp" magazines may prevent clear thinking, may lead to constant dreaming, may arouse unworthy ideas, and even stimulate crime. Give examples. Compare subject matter of the reading material with advertisements in such magazines.
e. Choose a magazine you do not ordinarily read. Read it and analyze its material. Make a report on your judgment of the magazine.

D. Television

1. Being an "active" viewer

a. Do more than just listen and look.
b. Think
c. Ask questions
d. An active viewer is the boss, not the slave of a machine.

2. Kinds of T.V. programs

a. Animals
b. Cartoons
c. Comedy (Jokes)
d. Comedy (Plays)
e. Detective and mystery
f. Discussions
g. Instruction
h. Movies
i. Music
j. News
k. Quizzes and games
l. Serious plays
m. Sports
n. Variety
o. Westerns

3. Keep a T.V. diary for a week: List every show watched and number of hours. Discuss "good" versus "bad" T.V. shows.

4. Notice sound effects, settings, word choices, use of camera, level of language, etc. on various T.V. programs. What audience is it aimed at?

ACTIVITIES:

1. Students are to keep a notebook and add one new word each day. Students are to record (1) how they came across the word; (2) definition; (3) correct spelling and pronunciation; (4) a synonym and an antonym; (5) a sentence in which the word is correctly used.
2. The Action II Series (Houghton-Mifflin) will be used as supplementary material. The series includes a book of readings and a workbook that involves vocabulary and comprehension skills; the teacher is to use this material as he sees fit.
3. Students will complete ditto exercises to accompany the various aspects of vocabulary study as the teacher teaches them.
4. Alphabetical sequence exercises:

   a. Call on a student to say rest of alphabet from the letter that you give him.
   b. Call on a student to give the letter before and the letter after one that you name.
   c. Go around the group, as slowly as necessary, saying the alphabet backwards. If a mistake is made, let the next person make the correction. Repeat several times.
   d. Have each person make a series of twenty (more or less) small cards or slips of paper, each of them having one word written on it. Pass the sets around until everyone has alphabetized each set.

5. Newspapers and magazines often carry "daffy" definitions. Let students try their hands at making such definitions.

   Examples: autograph - a sign written on an old jalopy

   -molasses - more girls

   -shamrock - an imitation diamond

6. Connotation and denotation: What are the "great" words?

   1. List 5 words that carry the ideas most important to you as an individual.
   2. List 2 or 3 words that carry ideas important for your school.
   3. List 4 words that carry ideas of most importance to your country or the world today.
   4. List 5 things you fear. Which are denotative and which connotative?
   5. Define "we," "equal," "success," "progress," "freedom." Compare definitions with classmates.

7. Distribute dittos of guidelines for magazines, newspapers, advertising and discuss with the class.
8. Students will engage in an activity called "Brand Names" found in folder.
9. Students are to collect advertisements from magazines directed at special audiences (men, women, children, farmers, sports (fans), etc.) How do the ads approach their intended audiences? Are there special assumptions made about special audiences? Does the vocabulary change?

10. Students will compile a list of expressions which have entered the language because of saturation exposure on television, (Try it. You'll like it! etc.)
11. Students will collect the names of products to determine the motivation behind the naming of the products.
12. Students should find examples of each of the ten common methods of advertising.
13. Students may create a product, name it, and make a poster advertisement, and present it to the class.
14. Students will read paragraphs on various media included in folders and orally/in writing answer questions following each.
15. A list of ten or more words each week should be selected from subject material and will be given in a quiz each Friday to the students.
16. A variety of word games and puzzles can be used to spur student interest in words.

MATERIALS:

I. FILMS

A. "Language and Communication: Debt to the Past" (Color - 16 min.) Intermediate Unit 13 MP-2-1625
B. "Vocabulary Skills" (B/W - 11 min.) MP-1-2751
C. "Word Recognition Skills" (B/W - 11 min.) MP-1-2948

II. RECORDS

A. "Developing Language Arts" 2-12" 33 1/3 rpm. records (Examine word meanings in depth; malaprops, similes, synonyms, antonyms, tricky use of words, propaganda, encourages critical thinking for drawing intelligent conclusions.)

III. SOUND-SLIDE SET

A. "Media and Meaning: Human Expression and Technology." (Explores various media-print, projected image, sound, multi-media.)

IV. FILMSTRIPS

A. "Mass Media: Impact on a Nation" (Impact of press and broadcast media today.)

V. BOOKS

A. Suggested text? Action Series II, Houghton-Mifflin Co.
B. Teacher reference for exercises, activities

1. Shostak, Vocabulary Workshop, Revised Edition, Books A through G.
2. Berbick, Joan D. 101 Ways to Learn Vocabulary

3. Thomsen, William F. Media and Communication
4. Potter, English Everywhere: Meaning, Media, and You.
5. Teacher's Edition, The New Building Better English; 4th edition; chapters 15 and 16
6. Wheeler, Paul Mowbray, Adventures With Words
7. Shostak, Learning Words, New enlarged edition; level D and E
8. Invention Domains, Harcourt Brace Vovanovick